Multicultural-Based PAI Management Quality Management In Islamic Educational Institutions

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ABSTRACT

Multicultural-based Islamic Religious Education (PAI) management is a strategic approach in the administration of Islamic education that focuses on improving the quality of education while simultaneously strengthening inclusive and moderate religious attitudes. This research aims to theoretically examine the concept of multicultural-based Islamic Religious Education (PAI) management, the application of quality management in Islamic education, and its implications for the improvement of the quality of Islamic educational institutions. This research uses a qualitative approach with a literature study type (library research) thru the search and analysis of books, national and international journal articles, as well as relevant academic documents. Data analysis was conducted using content analysis and thematic analysis techniques to identify patterns, concepts, and key principles related to multicultural-based Islamic Education Management (PAI). The study results indicate that multicultural-based PAI management views diversity as a strategic potential in improving the quality of Islamic education. The integration of multicultural values in the PAI quality management system contributes to the development of contextual curricula, inclusive and dialogical learning, strengthening educator professionalism, and the formation of a democratic and virtuous culture in Islamic educational institutions. Thus, multicultural-based PAI management not only functions as an administrative instrument but also as a pedagogical and ideological strategy in shaping students who are religious, tolerant, and socially responsible in a multicultural society.

I. INTROUCTION

Islamic educational institutions play a strategic role in shaping the quality of religiosity, character, and competence of students amidst the dynamics of an increasingly plural and multicultural society. Social, cultural, and globalization developments have presented new challenges for Islamic education, especially in maintaining the quality of education while instilling inclusive, moderate, and civilized Islamic values. In this context, Islamic Religious Education (PAI) is not only required to transmit normative religious teachings but also to function as an instrument for fostering tolerant, dialogical, and responsive attitudes toward the reality of societal diversity (Karadona et al., 2022; Karadona & Sari, 2025; Rahma et al., 2024). Indonesia, as a country with ethnic, cultural, linguistic, and religious diversity, demands the management of Islamic education that is sensitive to multicultural values. However, in practice, there is still a tendency for the management of Islamic Religious Education (PAI) to be normative, exclusive, and less integrated with quality management principles. This condition has the potential to hinder the effectiveness of PAI in shaping students who are not only personally religious but also possess social awareness and the ability to live peacefully in a multicultural society. Therefore, a PAI management approach that can integrate multicultural values into all aspects of educational management is needed (Arikarani et al., 2025; Prasetiawati, 2017a; Sholikah et al., 2025).

Multicultural-based PAI management becomes a strategic approach in comprehensively improving the quality of Islamic educational institutions. This approach emphasizes the management of Islamic Education (PAI) oriented toward planning, implementation, supervision, and evaluation of education while considering the principles of inclusivity, justice, and appreciation of differences. Thru systematic and multicultural-oriented management, PAI is expected to deliver a quality, contextual, and relevant learning process that meets the needs of students and addresses the social challenges faced (Hariyanto et al., 2025; Lazwardi, 2025; Tobondo, 2025). Furthermore, quality management in Islamic educational institutions cannot be separated from the roles of human resources, organizational culture, and institutional policies that support the internalization of multicultural values. Islamic Education teachers, institutional leaders, and all educational stakeholders have the responsibility to develop a conducive, open, and diversity-respecting educational environment. Thus, multicultural-based PAI management not only serves as a strategy for improving academic quality but also as a means of shaping students' character to be moderate, tolerant, and virtuous. Based on the aforementioned description, the study of multicultural-based PAI management within the framework of quality management in Islamic educational institutions becomes important and relevant to be examined in depth. This study is expected to provide theoretical and practical contributions to the development of high-quality, inclusive PAI management that can address the challenges of Islamic education in a multicultural society.

II. METHODS

This research uses a qualitative approach with a type of literature study (library research). This approach was chosen because the research aims to examine, understand, and deeply analyze the concepts and theoretical thoughts regarding multicultural-based Islamic Religious Education (PAI) management and quality management in Islamic educational institutions. Thru literature review, the research is directed toward tracing and synthesizing scientific ideas that have developed in academic literature without involving field data collection, thus the focus of the study is conceptual and theoretical (Khadafie, n.d.-a, n.d.-b; Mahanum, 2021). The data sources in this research consist of primary and secondary data. Primary data includes key reference books that discuss educational management, PAI management, multicultural education, and quality management in Islamic education, including relevant policy documents and official guidelines. As for secondary data, it is obtained from national and international scientific journal articles, proceedings, theses, dissertations, and other academic documents related to the research topic. All data sources were obtained thru literature searches in scientific databases such as Google Scholar, accredited national journals, and digital libraries of academic institutions.

Data analysis was conducted qualitatively using content analysis and thematic analysis, which involved identifying, grouping, and interpreting key concepts related to multicultural-based PAI management and the quality management of Islamic education. To maintain data validity, this research applied source triangulation by comparing various relevant references and considering the credibility of the authors and publishers. This research is limited to theoretical studies, so the research results are expected to contribute academically to enriching the discourse and development of multicultural-based PAI management in Islamic educational institutions.

III. RESULTS AND DISCUSSION

1. The Concept of Multicultural-Based Islamic Religious Education (PAI) Management in Islamic Educational Institutions

Literature review findings indicate that multicultural-based Islamic Religious Education (PAI) management is a paradigm of educational management that views diversity as an unavoidable social fact and a strategic potential in improving the quality of Islamic education. This approach places multicultural values such as respect for differences, equality, justice, and dialog as the foundation in the planning, implementation, and evaluation of Islamic religious education. In the context of Islamic educational institutions, multicultural-based PAI management is directed not only to achieve normative religious goals but also to foster inclusive, moderate, and socially harmonious religious attitudes. Islamic education literature emphasizes that multicultural-based PAI management is a response to the increasingly plural social dynamics of society, in terms of culture, ethnicity, language, and religious diversity. Islamic educational institutions are faced with the reality of students who come from diverse social and cultural backgrounds, thus requiring adaptive and sensitive PAI management to these differences.

The multicultural approach in PAI management serves to prevent the emergence of exclusivism and intolerance, as well as to encourage the formation of a peaceful coexistence awareness within the framework of Islamic values (Ahadi & Sugiarto, 2025; Chadidjah et al., 2021; Inayati & Awaluddin, 2024; Prasetiawati, 2017b; Ramadhan et al., 2023; Wulandari et al., 2025). In the managerial framework, multicultural-based PAI management encompasses the comprehensive application of educational management functions, namely planning, organizing, actuating, and controlling, all oriented toward the values of justice, equality, and respect for diversity. At the planning stage, the PAI curriculum and programs are formulated by considering the socio-cultural context of the students and the evolving challenges of diversity in society. The objectives of PAI learning are not only directed toward mastering religious material but also toward strengthening tolerant, empathetic, and socially responsible attitudes. At the organizational stage, multicultural-based PAI management requires the active involvement of all components of the educational institution, from leaders, educators, educational staff, to parents and the community. Collaborative organization enables the creation of an inclusive and participatory institutional culture, where every individual's role is valued without discrimination. Islamic Education teachers, in this case, are positioned not only as conveyors of material but also as facilitators of dialog and role models in the practice of religious moderation.

Meanwhile, at the implementation stage, multicultural-based PAI management is realized thru dialogical, contextual, and reflective learning processes. The teaching methods used are aimed at opening up spaces for discussion, exchange of views, and critical understanding of the reality of diversity. PAI learning is no longer monological and dogmatic, but rather encourages students to understand Islamic teachings deeply and applicatively in a plural social life. In the aspect of supervision and evaluation, multicultural-based PAI management does not only assess the success of learning from the cognitive aspect alone, but also from the changes in the attitudes and religious behaviors of the students. Success indicators include students' ability to appreciate differences, act justly, reject violence and discrimination, and actively participate in harmonious social life. This value-oriented evaluation strengthens the function of PAI as an instrument for character building and social piety. NThus, multicultural-based PAI management cannot be understood merely as an administrative mechanism within Islamic educational institutions, but rather as an ideological, pedagogical, and cultural strategy in instilling the values of Islam that are a blessing for the universe. This approach strengthens the position of Islamic Religious Education as a means of

character formation for students who are not only religious on an individual level but also possess multicultural awareness, national commitment, and social responsibility in community and state life.

2. Quality Management in Multicultural-Based Islamic Religious Education

Literature review findings indicate that quality management in Islamic educational institutions is closely related to the application of multicultural values in the management of Islamic Religious Education (IRE). Quality management is understood as a systematic, planned, and continuous process aimed at ensuring and enhancing the overall quality of education. In the context of multicultural-based Islamic Religious Education (PAI), the quality of education is not solely measured by the cognitive and academic achievements of students, but also thru the formation of moderate, tolerant, inclusive, and socially beneficial religious attitudes. Islamic education management literature emphasizes that the quality of multicultural PAI should be viewed as the alignment between educational goals, the learning process, and the expected outcomes. The objectives of Islamic Religious Education (PAI) are directed toward strengthening faith and piety in harmony with humanitarian and national values, while the learning process is designed to be responsive to the reality of student diversity. Thus, the quality management of PAI not only functions as an instrument for quality control but also as a strategic framework for instilling the values of Islam that are rahmatan lil 'alamin (Nurbaya et al., 2024; Nurhasanah, 2021). The implementation of quality management in multicultural-based Islamic Education (PAI) requires the integration of educational quality principles such as effectiveness, efficiency, relevance, and sustainability with Islamic values and multiculturalism. This is reflected in the formulation of inclusive and contextual quality standards for PAI learning. Quality standards are no longer formulated in a normative and rigid manner, but rather developed by considering the needs of students, social dynamics, and the challenges of diversity in society. The curriculum and PAI learning materials are directed to encourage a dialogical, reflective, and applicative understanding of religion in social life.

In the practice of learning, multicultural-based PAI quality management is realized thru a participatory and learner-centered learning process. Learning methods such as group discussions, case studies, problem-based learning, and value reflection are recommended approaches in the literature. This approach allows students to develop critical thinking skills, empathy, and openness to differences, while also strengthening the internalization of values of togetherness, justice, and tolerance. Thus, the quality of PAI learning is not only evident in the mastery of the material but also in the changes in students' attitudes and behaviors in their daily lives (Ramdani et al., 2025). In addition to curriculum and learning aspects, literature also emphasizes that the strengthening of multicultural-based PAI quality heavily relies on the quality of human resources, particularly PAI educators. PAI teachers are required to possess comprehensive competencies, including pedagogical, professional, social, and cultural competencies. Social and cultural competencies are crucial aspects in a multicultural context, as teachers play a direct role in managing heterogeneous classes and building an inclusive learning climate. The ability of teachers to deliver material wisely, avoid exclusive speech, and exemplify moderation in religious attitudes becomes an important indicator in the quality management of PAI (Abrori et al., 2023; Ihsan et al., 2025; Zulkiflih & Effendy, 2025). Furthermore, multicultural-based quality management of PAI also demands a comprehensive and value-oriented evaluation system. Quality evaluation is not only conducted thru written tests or academic assessments but also thru the observation of students' attitudes, behaviors, and social interactions. Evaluation indicators include the ability to appreciate differences, act fairly, reject violence and discrimination, and actively participate in creating a harmonious educational

environment. Such evaluations enable Islamic educational institutions to continuously improve the quality of PAI management. Thus, quality management in multicultural-based Islamic Religious Education is a strategic approach that integrates educational quality principles with Islamic and multicultural values. This approach strengthens the role of Islamic educational institutions as spaces for shaping a generation of Muslims who are not only academically excellent but also possess moderate, inclusive, and responsible religious character in a pluralistic social life.

3. Integration of Multicultural Values in the Quality Management System of Islamic Religious Education (PAI)

The results of the literature analysis show that the integration of multicultural values in the quality management system of Islamic Religious Education (PAI) is a strategic and fundamental step in addressing the challenges of Islamic education amidst the reality of a diverse society. This integration is not partial or incidental, but rather carried out comprehensively and systematically across all components of educational management. Multicultural values are internalized from the stage of formulating the vision and mission of Islamic educational institutions, becoming the ideological and philosophical direction in the management of Islamic Religious Education (PAI). An education vision oriented toward religious moderation, social justice, and intergroup harmony serves as the foundation for the formulation of academic and non-academic policies. In the context of managerial policy, the literature emphasizes that the integration of multicultural values is reflected in decision-making that upholds the principles of justice, equality, deliberation, and respect for differences. The management policy of PAI is not formulated exclusively, but rather takes into account the diverse backgrounds of students and educators. This includes curriculum policies, recruitment and development of human resources, as well as the management of religious and student activities. Thus, multicultural-based quality management of PAI functions as a guiding instrument that ensures all educational activities align with inclusive and humanistic Islamic values (Ananda et al., 2025). The integration of multicultural values is also clearly evident in the development of the PAI curriculum and learning. The PAI curriculum is designed not only to convey religious teaching materials but also to instill multicultural awareness thru the selection of themes, approaches, and teaching methods. Materials on tolerance, interfaith harmony, social justice, and community ethics are contextualized with the social realities of the students.

The learning process is directed to encourage dialog, reflection, and critical understanding of differences, so that students are able to substantively and applicatively internalize Islamic values (Asykur et al., 2025; Pramana & Fauzan, n.d.; Rizki et al., 2025). Furthermore, the literature shows that the integration of multicultural values into the quality management system of PAI significantly contributes to the formation of an inclusive and conducive organizational culture. The culture of a school or madrasa built on the foundations of mutual respect, openness, and togetherness is capable of creating a safe and comfortable learning environment for all members of the educational community. Such an environment not only minimizes the potential for conflict based on differences but also strengthens social cohesion and solidarity among the members of Islamic educational institutions. An inclusive organizational culture becomes an important indicator in ensuring the quality of Islamic education. From the perspective of quality management, the integration of multicultural values also has implications for the evaluation and quality control system of Islamic Education (PAI). Quality evaluation does not solely focus on academic achievement and mastery of teaching materials, but also on indicators of students' attitudes, behaviors, and social interactions. The ability to appreciate differences, act fairly, avoid violence and discrimination, and actively participate in harmonious social life becomes part of the multicultural-based quality standards of Islamic Religious Education (PAI). Such evaluations enable Islamic educational institutions to

implement continuous improvements that are not only technical but also value-based and character-oriented. Thus, the integration of multicultural values in the PAI quality management system serves as a strategic instrument in balancing individual piety and social piety among students. This approach strengthens the relevance of Islamic education in facing the challenges of globalization, digitalization, radicalism, and social disintegration. Furthermore, multicultural-based quality management in Islamic education emphasizes the role of Islamic educational institutions as agents of character formation, guardians of social harmony, and important actors in the development of civilization and national unity.

4. Implications of Multicultural-Based Islamic Religious Education (PAI) Management on the Improvement of Islamic Educational Institutions

The results of the literature review indicate that the implementation of multicultural-based Islamic Religious Education (PAI) management has significant implications for the comprehensive improvement of the quality of Islamic educational institutions. From an academic perspective, this approach encourages the development of a more contextual, adaptive, and relevant Islamic Religious Education (PAI) curriculum that aligns with the social realities of students. The curriculum is no longer developed solely in a normative-doctrinal manner, but is instead developed by considering the dynamics of cultural, social, and religious diversity faced by students in their daily lives. This has an impact on the improvement of the quality of PAI learning processes, making them more dialogical, reflective, and meaningful. From the perspective of the learning process, multicultural-based PAI management implies the implementation of participatory and inclusive teaching strategies and methods. PAI teachers are encouraged to use active learning approaches that create space for dialog, discussion, and cooperation among students from different backgrounds. This approach not only enhances students' cognitive understanding of PAI material but also develops social skills, empathy, and critical thinking abilities. Thus, the quality of PAI learning improves not only in terms of learning outcomes but also in the quality of educational interactions in the classroom. Another positive implication is seen in the non-academic aspects, particularly in the formation of the organizational culture of Islamic educational institutions. Multicultural-based PAI management contributes to creating an inclusive, democratic, and virtuous school or madrasah climate. Values such as mutual respect, deliberation, openness, and justice become part of the institutional culture that is internalized in daily practices. This conducive organizational culture plays an important role in enhancing learning comfort, reducing potential conflicts, and strengthening the sense of togetherness among school members.

Furthermore, the implications of multicultural-based PAI management are also evident in the strengthening of educator and educational staff professionalism. The literature shows that the implementation of a multicultural approach demands an increase in the competencies of PAI teachers, not only in pedagogical and professional aspects but also in social and cultural competencies. Islamic Education teachers are required to understand the diversity of students, act fairly, and serve as role models in the application of religious moderation values. The improvement in the quality of human resources directly contributes to the overall enhancement of the quality of Islamic education services. From a social and national perspective, multicultural-based PAI management strengthens the strategic role of Islamic educational institutions in instilling attitudes of religious moderation and social tolerance. Islamic educational institutions do not only function as places for the transfer of religious knowledge but also as social spaces that shape the character, identity, and national consciousness of the students. Thru multicultural management of Islamic Religious Education (PAI), students are guided to understand Islamic teachings substantively, appreciate differences, and contribute positively to the pluralistic society. Furthermore, the long-

term implications of multicultural-based PAI management are reflected in the increasing trust of the community toward Islamic educational institutions. Institutions that can manage religious education inclusively and with quality tend to be viewed as relevant to the needs of the times and capable of addressing contemporary social challenges. This public trust becomes an important asset in the sustainable development of Islamic educational institutions, both in terms of academic quality, governance, and social contribution.

Therefore, the results of this study affirm that multicultural-based PAI management is a relevant, strategic, and sustainable approach in the effort to improve the quality of Islamic educational institutions. This approach not only contributes to the internal improvement of educational quality but also has broad external implications in building a harmonious, tolerant social life based on humanistic and moderate Islamic values. If managed consistently and systematically, multicultural-based PAI management has the potential to become a model for Islamic education management that is responsive to the challenges of the times and the needs of a pluralistic society.

IV. CONCLUSION

Based on the results of the literature review and discussions that have been conducted, it can be concluded that multicultural-based Islamic Religious Education (PAI) management is a relevant and strategic paradigm for managing education to improve the quality of Islamic educational institutions in the midst of a pluralistic society. This approach positions diversity as a social fact and a source of educational quality enhancement, by integrating multicultural values such as tolerance, justice, equality, dialog, and respect for differences into all functions of educational management. Quality management in multicultural-based PAI is not only oriented toward academic achievement and mastery of religious material but also toward the formation of moderate, inclusive, and socially beneficial religious character among students. The integration of multicultural values in the PAI quality management system is reflected in the formulation of the institution's vision and mission, managerial policies, curriculum development, learning processes, human resource management, and evaluation systems that focus on the attitudes and behaviors of students' religiousness.

The implications of implementing multicultural-based PAI management are evident in the comprehensive improvement of the quality of Islamic educational institutions, both academically and non-academically. This approach encourages the creation of contextual and dialogical PAI learning, an inclusive and democratic organizational culture, and the strengthening of the role of Islamic educational institutions as agents of character building, religious moderation, and social harmony. Therefore, multicultural-based PAI management can be used as a model for managing Islamic education that is responsive to the challenges of globalization, digitalization, and identity polarization, while also contributing to building a peaceful, tolerant, and community-oriented life based on the values of Islam as rahmatan lil 'alamin.

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